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ABSTRACT

The Maple Ridge Physical Education Project's purpose is to assist selected schools in the implementation of quality daily physical education lessons. "Quality daily physical education" is considered to comprise at least three instructional physical education periods per week, plus a maximum of two physical activity sessions per week. This report explains and evaluates the project in six sections. The first section discusses implementation procedures, including references to participating schools, personnel, implementation activities, and the plan of action. Evaluation procedures are detailed in the second section. The third section outlines the implementation process by discussing its stages and the helping teacher's and project consultant's roles. The fourth section covers assessment of the implementation process on the parts of teachers, building principals, the district principal, helping teachers, and project consultants. Results from teacher questionnaires, teachers' assessment of school programs, and principals' ratings of school program elements are used in the fifth section to discuss the status of school physical education programs. The sixth section details project strengths and concerns and offers recommendations. Three appendices and 13 tables accompany the report. (JMK)

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MAPLE RIDGE PHYSICAL EDUCATION PROJECT:

EVALUATION OF STAGE II, 1981-82

Peter R. Moody

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Acknowledgements

As in Stage I of the Maple Ridge Physical Education Project, I am once again impressed and humbled by the decision of teachers and principals to embark upon the implementation of an educational innovation. In order to provide for some confidentiality, in this report the names of schools new to the project have been changed, nevertheless, the teachers and principals of participating schools are to be congratulated on their decision to pursue excellence in their school programs, and to take part in assessing various elements of the implementation processes.

My thanks to Mr. Barry Tietjen for his encouragement, to Ms. Gerry Phillips for her considerable assistance, to Mr. Morley Jameson for conducting interviews in a most skillful fashion, and to Ms. Barbara Brown and the Field Development Office, U.B.C. for continued support in my field work.

I particularly wish to thank Ms. Bay Gumboc for her excellent judgement in compiling tables, and skill in typing.

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ABSTRACT

Evaluation of the processes employed in Stage two (see Moody, 1982) of a project to implement quality daily physical education into four elementary schools, together with status summaries of programs in the four schools, are reported.

Data for this investigation include transcripts taken from interviews conducted with teachers, principals, the District Helping Teacher (P.E.), the Project Consultant, and the District Principal; job records of the Helping Teacher and Project Consultant; teacher questionnaire responses; and principals' reports. The data were subjected to content analysis, ratings, and summarization, but are fully reported in tables and the text.

The findings of this investigation identified a number of strengths and concerns related to this implementation project. Several recommendations were made concerning implementation in general, and this project in particular. There is valid and convincing evidence that the stated purpose of the project, "To assist schools in the implementation of quality daily physical education lessons," was achieved with a high level of success, and with benefits accruing both to teachers and pupils. An important outcome of Stage two was the decision of the school board to continue with Stage three in 1982-83 by involving an additional five schools in the process of implementation.

INTRODUCTION

During 1980-81, Pitt Meadows elementary school undertook to implement a program of quality daily physical education. In certain important respects, this program was adopted by the school with a large degree of success. An evaluation of the extent of adoption and a partial description of the processes employed are presented in Educational Research Institute of British Columbia Report No. 82:13 titled Pitt Meadows Physical Education Project: Evaluation of an Implementation Project (Moody, 1982).

Influenced in part by the results of the Pitt Meadows school experience, board members and central office adminstrators of the Maple Ridge School District decided to embark on a program to implement quality daily physical education in elementary schools throughout the district beginning in September, 1981. An incremental process of implementation was adopted as described below.

PROJECT PURPOSE

The purpose of the Maple Ridge Physical Education Project was to assist selected schools in the implementation of quality daily physical education lessons. "Quality daily physical education" is considered to comprise at least three instructional physical education lessons per week, plus a maximum of two physical activity sessions per week.

An "instructional physical education lesson" is defined as a regularly scheduled lesson lasting 30 to 40 minutes during which the teacher's main objective is to teach skills, concepts, knowledge, and attitudes related to physical activities typically included in the provincial elementary curriculum guide. Such activities include games, dance, gymnastics, track and field, outdoor pursuits, active health, and aquatics.

A "physical activity session" is defined as a period of time (usually lasting 15 to 25 minutes) wherein the pupils are almost continually active and receive little practice or coaching in psychomotor skills, or learn new knowledge. Typical activities for such sessions include jogging, fun-runs, health hustle, and aerobic dancing.

IMPLEMENTATION PROCEDURES

A detailed outline of the procedures proposed for the implementation process is contained in Appendix A. A brief summary of those procedures is presented here.

1. Participating schools

All elementary schools in the Maple Ridge school district were invited to volunteer for involvement in this program. Four schools were selected for "full assistance" from among those volunteering. These were:

- Mt. Paul elementary school
- Southland elementary school
- Centennial elementary school
- Two Rivers elementary school

A further three schools were selected to receive "partial assistance". These were:

- Rutlands primary school
- Fitzpatrick elementary school
- Porter elementary school

In addition, "continuing assistance" was accorded Pitt Meadows elementary school to help maintain and further the program advances achieved in 1980-81.

2. Personnel

In order to set in motion and facilitate the implementation process, in September, 1981, the Maple Ridge school board appointed Ms. Gerry Phillips as District Helping Teacher (Physical Education). Ms. Phillips was assigned to duties on a district-wide basis, but with the major portion of her time to be "spent with teachers in the 'Daily PE schools'" (see Appendix B). Ms. Phillips, however, also remained half-time at Pitt Meadows elementary school, where she served as the physical education specialist and resource person for her generalist colleagues there.

Dr. Moody was appointed by the school district on a part-time basis to act as Project Consultant for the Maple Ridge Physical Education Project. Mr. Barry Tietjen, District Principal, was assigned to administrate the program on behalf of the school board.

The duties and roles of these individuals, and of cooperating teachers and principals are outlined in a separate document (see Appendix A).

3. Implementation activities and plan of action

Implementation activities included:- school visits by the Helping Teacher and Project Consultant; meetings involving Ms. Phillips, Dr. Moody, Mr. Tietjen, building principals, and school representatives; workshops for teachers; demonstration lessons and team-teaching arrangements; clinical observation and counselling visits; the organization of a project advisory committee; the preparation of curriculum materials for teachers; and linkage with Education 326 (a course concerning physical education offered in Maple Ridge by the University of British Columbia).

Plans and time-lines were established for the activities mentioned above and, more specifically, for organization of individual school physical education programs and the coordination of these programs to facilitate the presentation of timely workshops and lesson planning materials.

Details concerning implementation activities and time-line are contained in Appendix A.

EVALUATION PROCEDURES

Plans for evaluation of the Maple Ridge Physical Education Project were finalized at a meeting chaired by Mr. Tietjen and attended by the building principals of Mt. Paul, Southland, Centennial, Two Rivers, and Pitt Meadows

elementary schools, and by Ms. Phillips and Dr. Moody. The plans, as agreed upon, called for:

1. Evaluation of the implementation process in the four schools accorded "full assistance" and,

2. Description of the status of the physical education program in each of the four designated schools, plus Pitt Meadows elementary school.

Further details concerning project evaluation are contained in the proposal presented at the meeting of building principals referred to above (see Appendix C).

THE IMPLEMENTATION PROCESS

Stages in the process

It now seems to be generally recognized that implementation is a process which takes place over an extended period of time, rather than an event which is time-restricted. For the purposes of this report, however, it is necessary to place parameters on the time element of the implementation process. In this matter, it is helpful to identify the following stages in the Maple Ridge Physical Education Project.

Stage I: June, 1980 to July, 1981. Ostensibly, this took place in 1980-81 and centred on the Pitt Meadows elementary school physical education project (see Moody, 1982). One must recognize, however, that the initiation of the process pre-dates this time period with the awakened interest in and concern for physical education on the part of the school prinicpal and staff.

Stage II: June, 1981 to July, 1982. This is the period reported on in this document. This stage grew out of Stage I but, for the purposes of this report, is considered to have begun in June, 1981 with the invitation to elementary schools to become involved with the Maple Ridge Physical Education Project.

Stage III: June, 1982 to July, 1983. This is an expected extension of the Project, and a logical outgrowth of Stage II. It is anticipated that schools involved in Stages I and II will be placed on a "maintenance" basis, while a limited number of additional schools are again accepted for full and partial assistance in the implementation of quality daily physical education programs.

Stage II

The implementation process focused chiefly on the activities of Ms. Phillips as District Helping Teacher for Physical Education, and Dr. Moody as Project Consultant. This section will present a summary of the implementation activities engaged in by these two individuals.

1. The Helping Teacher

From Table 1 it is seen that the Helping Teacher was involved in many diverse activities. Although records were kept throughout the year and provide accurate information for describing the general activities of the Helping Teacher, it is best to regard the figures representing hours as approximations. Using these figures, and based upon a school year of 186 days (not including seven non-instructional days), it may be stated that the Helping Teacher spent approximately 3½ hours of each school day dealing with implementation duties.

In noting the figures given above, it must be understood that time spent travelling between schools and to the District Education Office (DEO) is not included here. Furthermore, in addition to her role as Helping Teacher Ms. Phillips also served as a regular member of staff at Pitt Meadows elementary school for the complete morning of each teaching day. In her role as school physical education specialist, Ms. Phillips took full part in regular school activities and professional commitments to Pitt Meadows school, for example, she attended staff meetings and coached the grade 6 basketball team.

As may be expected, the largest block of the Helping Teacher's time (255 hours, 42%) was spent in visiting schools in order to consult and work directly with teachers. These interactions included demonstration lessons, team-teaching with host teachers, and clinical observation.

In addition to consulting with individual teachers, Ms. Phillips spent 22 hours (4%) in direct consultation with school principals. Thus, a total of 277 hours (48%) was spent in first-hand contact with the eight Project schools, the greater part of this time being with the four schools assigned to full assistance.

Contact between the Helping Teacher and Project Consultant included frequent telephone conversations as well as meetings and was maintained on a frequent basis (44 occasions for 42.25 hours, 7%). These contacts typically dealt with the preparation and organization of curriculum materials, school program planning, workshop preparation, the writing of memoranda and letters, the ordering of supplies, the preparation of recommendations for alterations to school facilities and large equipment, and the resolution of incipient problems.

In addition to such meetings, Ms. Phillips spent 159 hours (26%) in the preparation of specific programs and curriculum materials. This was in spite of the initial work done in this area by the Project Consultant and, perhaps, reflects the need for tailoring materials quite specifically for individual teacher and situational needs. In this context, it should be noted that the majority of lesson plans had been adopted from curriculum materials currently in use in several neighbouring school districts and further field-tested at Pitt Meadows school in 1980-81.

A total of 22 hours (4%) was spent in attending meetings with the District Principal, the Advisory Committee, and representatives from equipment supply companies. The small number of Advisory Committee meetings (3) should be noted.

Chiefly at her own instigation, the Helping Teacher made five presentations to parent groups. And in response to requests, she made nine visits to non-Project schools to assist with specific issues.

Table 1. Helping Teacher activities summary

	Activity Item	Frequency	Total Hours
a.	program planning preparation	18	54
b.	preparation of specific curriculum materials	35	105
c.	consultations with Project Consultant in meetings and on telephone	44	42.25
d.	consultations with District Principal and district education office staff	14	14
e.	consultations with school principals as follows:-	22	22
	- Mt. Paul school	(7)	
	- Southland school	(5)	
	- Centennial school	(4)	
	- Two Rivers school	(4)	
f.	meetings with equipment company representatives	4	4
g.	visits to schools for consultations, demonstrations, team-teaching, and observation:-	85	255
	- Mt. Paul school	(19)	
	- Southland school	(18)	
	- Centennial school	(20)	
	- Two Rivers school	(11)	
	- Alexander Robinson	(2)	
	- Rutlands	(4)	
	- Pitt Meadows	(9)	
	- Porter	(2)	
h.	presentations to parent groups	5	7
i.	Advisory Committee meetings	3	4
j.	inservice activities at non-Project schools:-	9	22.5
	- Alexander Robinson		
	- Blue Mountain		
	- Eric Langton		
	- Golden Ears		
	- Maple Ridge primary		
	- Thornhill		
	- Yennadon		
k.	attendance at workshops for personal professional development	21	75
	Grand Totals:	260	604.75

Finally, the Helping Teacher spent 75 hours (12%) attending workshops offered in neighbouring school districts and at universities and colleges. These workshops served as professional development for Ms. Phillips and helped improve the quality of service she was able to offer her teacher colleagues.

2. The Project Consultant

From Table 2 it may be seen that the Project Consultant spent a total of 79 hours (45%) in visiting the four main Project schools and Pitt Meadows school. The differences in time spent among these schools warrants comment.

Since the Helping Teacher was based at Pitt Meadows school it was natural for the Consultant to be at the school in order to confer with Ms. Phillips, such attendances at the school, however, are not included here as "visits." The term visit as used in Table implies that specific implementation needs of schools were being address Thus, in addition to discussions with the Helping Teacher, the Consultant vi ed Pitt Meadows school on eight occasions for a total of 19.5 hours (11%) in order to assist the implementation process at that school. In view of the "maintaining" status of Pitt Meadows school, this is a comparatively large amount of time.

Similarly, the Consultant visited Mt. Paul school on 14 occasions (21.5 hours, 12%), Centennial for 16.55 hours (9%), Southland for 12 hours (7%), and Two Rivers for 9.15 hours (5%).

The Project Consultant spent a total of 42.25 hours (24%) conferring with the Helping Teacher (as described on page 3). It is important to note that frequent contact was made via telephone conversations.

The figures indicating time spent in paperwork and specific preparation refer to the writing of letters and reports, and to workshop documents. A total of 21.75 hours (12%) was spent on this item. The continuing identification, preparation, and refinement of curriculum materials is not included here.

Attendance at consultations with the District Principal and other DEO staff, and at principals' committee meetings totalled 10.50 hours (6%). The small number of meetings held with building principals as a group should be noted, although it should also be pointed out that in the case of every school visited, the Consultant conferred with the principal before interacting with teachers.

Presentations to school staff and workshops totalled four, and 4.75 hours (3%) were spent in this activity. Only two of the four main schools arranged for full staff meetings for such presentations. The other presentations were made at a school district workshop and at a non-Project school. In addition, two "partial assistance" schools were visited.

Attendance at teacher social functions is included here since invitation to the functions arose out of the school context. One particularly appropriate function was the district teacher volleyball tournament.

Finally, 7.15 hours (4%) were spent in organizing assistants in order to conduct pupil tests in the various goal areas of physical education. The time spent in actually administering the tests is included in the visits to schools items.

Table 2. Project Consultant activities summary

	Activity Item*	Frequency	Total Hours
a.	consultations with Helping Teacher	28	36.95
b.	telephone discussions with Helping Teacher	16	5.30
c.	consultations with District Principal and other DEO staff	7	8.50
d.	principal's committee meeting	1	2.00
e.	visits to Mt. Paul school and principal (including telephone conversations)	14	21.50
f.	visits to Southland school and principal	5	12.00
g.	visits to Centennial school and principal	6	16.55
h.	visits to Two Rivers school and principal (including telephone conversations)	7	9.15
i.	visits to Pitt Meadows school and principal	8	19.50
j.	presentations to school staffs and at workshops	4	4.75
k.	visits to Porter and Rutlands schools (including telephone conversations)	2	3.25
l.	time spent in paperwork and specific preparation	9	21.75
m.	attendance at teacher social functions	4	8.50
n.	discussions with assessment assistants (three)	10	7.15
	Grand Totals	121	176.85

*In addition to the implementation activities listed here, it should be noted that the Consultant spent a total of 89.75 hours in travelling to visit schools and attend meetings, etc. Also, 20 evening meetings, each lasting three hours, were held at Pitt Meadows elementary school as part of the Education 326 University of British Columbia course offering. These meetings were open to all teachers included in the Project schools.

3. Summary

The activities of the Helping Teacher and Project Consultant do not in themselves represent the totality of the implementation process. They do, however, provide a framework for the examination of other aspects of the process. Also, the danger of reactive effects precluded the close monitoring of teacher and principal activities, and the on-going collection of relevant data from these sources.

Further insight into the implementation process may be gained from an examination of information obtained via questionnaires and interviews directed toward teachers and principals. These data are presented in the next section.

ASSESSMENT OF THE IMPLEMENTATION PROCESS

From the 1980-81 Pitt Meadows school Physical Education Project, it was learned that the overt monitoring of any part of the implementation process was likely to produce reactive effects to the detriment of the purposes of the project. For this reason, formal elements of evaluation were kept to a minimum, and placed close to the termination of the project. Thus, it is not possible to make detailed comparisons using both pre- and post-project data (see Appendix C for further details).

This section contains data and discussion as noted below:

Table 3. Data sources, instruments, and treatment

Source	Item	Instrument	Treatment
1. teachers	- effectiveness of the project	- School P.E. Program Survey	- content analysis
	- elements of school program	- "Assessing Your School" booklet	- tabulation of ratings
	- implementation process	- group interview	- content analysis; ratings
	- status of school program	- School P.E. Program Survey	- tabulation of ratings
2. principals	- implementation process	- interview	- content analysis; ratings
	- status of school program	- interview	- content analysis; ratings
3. District Principal	- implementation process	- interview	- content analysis; ratings
4. Helping Teacher	- H.T. role activities	- working notes	- content analysis
	- performance in roles	- interview	- content analysis; ratings
5. Project Consultant	- P.C. role activities	- working notes	- content analysis
	- performance in roles	- interview	- content analysis; ratings
	- effectiveness of the project	- interview	- content analysis; ratings

1. Teachers' assessment

The School Physical Education Program Survey was circulated to all teachers in the four project schools and Pitt Meadows elementary school. The survey encouraged teachers to comment freely concerning the district physical education project. Comments were received from approximately 50% of the teachers surveyed and these are reported in Table 4.

Table 4. Teacher solicited but open comments on the project extracted from the School P.E. Program Survey.

School	Comments (not verbatim)
1. Mt. Paul	- H.T. and P.C. most helpful and supportive - excellent, H.T. improves quality and quantity - very worthwhile, lesson plans are great help - thanks for H.T., lesson plans are great, maintain aid to schools next year - H.T. is excellent, helps T. attitude - H.T. and P.C. assistance invaluable and essential to a successful program
2. Southland	- good, need more specialized training - good for school and grade consistency
3. Centennial	- good, but cuts into time for other subjects - good, H.T. (excellent) needs more time to assist Ts - very worthwhile - great, H.T. has assisted with improved instruction
4. Two Rivers	- not useful, help asked for not given. Lesson plans too late. Evaluation!!! Staff are great people but objectives confused and unclear. - helpful, not influential, unclear direction - too much too fast, unclear direction - unclear - unclear direction
5. Pitt Meadows	- excellent - good - great idea - good - ambitious, cute H.T. - O.K. - wonderful - very good

From Table 4 it is seen that the comments of four of the five schools range from being generally to extremely positive concerning the project. Eight of the 25 responses make particular mention of the effective and high quality work of the H.T. Responses from Two Rivers school are almost uniformly critical of the project, especially concerning the clarity of objectives. The issue of this negative criticism will be addressed later in this report.

Specific elements of the implementation process were identified in the "Assessing Your School" booklet. This booklet, supplied by the Ministry of

Education, was completed by the principal of each of the four project schools, based upon information provided by teachers. For each of the items listed (see Table 5), teachers were asked to assign a rating to indicate Excellent (E), Satisfactory (S), or In need of attention (U).

Table 5. Teachers' ratings (Excellent, Satisfactory, or Unsatisfactory) of selected implementation processes extracted from the "Assessing Your School" booklet.

Item	School											
	MP			SI[ab]			Ce			TR[a]		
	E	S	U	E	S	U	E	S	U	E	S	U
1. Learning objectives	*											
2. Materials and equipment												
resource materials provided (combined items)	4	4		x	x		8	3			x	x
utilized	2	5			x		6	4				x
3. Staff organization												
availability of assistance	4	4			x		9	2		x		
time for planning	1	5	2		x		3	5	3			x
T efforts to improve	5	3		x			6	5		x		
inservice opportunities	4	4			x		4	5	1		x	
4. Program organization												
use of human resources	3	5			x		6	3		x		
involvement in decision-making facilitated	4	4			x		6	3	1		x	
district plan to assist Ts	3	4	1		x		6	4				x
5. Summary	*									*		
6. Recommendations	*									*		

NOTES: [a] responses grouped to a single, general assessment
[b] some parts of evaluation delayed until next year
* indicates comments made in booklet

In Table 5 two schools have reported the individual ratings of teachers, while the remaining two schools have averaged the teacher responses to provide a group rating. From Table 5 it is seen that the large majority of responses from Mt. Paul and Centennial schools indicate a fairly even split of the ratings "Satisfactory" or "Excellent" for all items included under Materials, Staff Organization, and Program Organization. These two schools gave very few ratings of "In need of attention", and five of the eight respondents giving this rating applied it to the Time for Planning item.

The responses from Southland and Two Rivers schools were less favourable, although still recording few ratings of In need of attention. It is, however, perhaps significant to note that Two Rivers recorded most negative responses.

Summing the responses from all schools, teachers appear to have been most pleased with the Availability of Assistance item. The next highest ratings were given to the Resource Materials Provided and Teacher Efforts to Improve items.

The overall district plan to assist teachers in the implementation process was rated Excellent by nine teachers, Satisfactory by eight teachers and the grouped response from Southland, and In need of attention by one Mt. Paul teacher and the grouped response from Two Rivers.

In addition to numerical responses, some schools recorded verbal comments as noted in Table 5.4. Under item one, Learning Objectives, Mt. Paul was the only school to comment, noting that "We developed the district learning objectives by working closely with ... (the H.T. and the P.C.)," (p. 2). Mt. Paul expanded on this statement with the following specific school learning objectives:

> To use the helping teachers to help us to develop a good P.E. program and to become competent at teaching the skills to be acquired by the children.
>
> The school learning objectives were met by following the unit plans supplied by ...(the H.T.) along with extra P.E. activities ....
>
> (p. 3)

Mt. Paul and Two Rivers both gave verbal responses to items concerning Summary and Recommendations and these are reported on in more detail in Table 7.

As part of the assessment process, separate group interviews were conducted with the teachers of each of the four project schools. A total of 24 teachers (approximately 75%) was interviewed and their responses are recorded in Table 6. The information contained in the table comprises averaged ratings given by teachers in response to specific questions, and selected teacher comments.

The interviews and the information contained in Table 6 focus chiefly on the tasks and functions performed by the H.T. and P.C. In addition, teachers voiced opinions relating to helpful aspects of the project, concerns, and recommendations.

From Table 6, all teachers responding stated that they felt comfortable teaching physical education. But the teachers in Mt. Paul and Two Rivers specifically related that feeling to the implementation project.

For some items, the views and ratings of Two Rivers teachers were not offered. Responses from the remaining schools clearly indicate very strong approval of the degree to which the H.T. carried out her functions. The provision of lesson plans and resources was rated particularly high by all schools except Two Rivers (no response recorded). Also highly rated were the provision of demonstration lessons and H.T. meetings with school physical education representatives.

Teachers did not always teach according to the H.T. plans and schedules. Mt. Paul school usually follwed the plans, but noted that the H.T. had encouraged

Table 6. Teachers' ratings of and comments on implementation roles and processes extracted from interview transcripts.

INTERVIEWER'S Item or Statement	COMMENTS AND AVERAGED RESPONSES ON A SCALE OF 1-5 (LEAST TO MOST POSITIVE)			
	MP (4 prim., 2 int. Ts)	SI (4 int. Ts)	Ce (5 prim., 3 int. Ts)	TR (2 prim., 2 int.
1. Do you feel comfortable teaching p.e.?	- we do now, not in Sept.	- yes (2 Ts)	- feel more comfortable now because of project	- yes (3 Ts)
2. I shall approach H.T. or sch. rep.	5.0	4.5	4.5	4.0
3. Ts taught according to H.T. plans and schedule	4.0- H.T. encouraged Ts to adjust schedule as necessary	2.5	3.0	3.0
4. Degree to which H.T. performed duties	4.5- Ts also worked to develop own program	5.0	5.0	
5. H.T. provision of lesson plans and resources	5.0	5.0	5.0	
6. H.T. provides demonstration lessons	4.0- Ts wanted more but H.T. had limited time	4.0	5.0	
7. H.T. team-taught with or observed Ts	4.5- she was there when I needed her	2.5- H.T. was willing, but Ts did not ask her	5.0	
8. H.T. gave advice on equipment	5.0- told us everything we wanted to know	- we didn't bother to go through the H.T.	- we weren't involved	
9. H.T. met with school reps.	4.5	4.5- H.T., Ts had insufficient time	4.5	
10. Degree of importance of H.T. to the project	5.0- H.T. really helped tremendously, especially in prog.	3.0- H.T. gave good demos, but school p.e. prog. was already good	5.0- H.T. should be full-time, H.T. was p.e. expert and worked well with Ts	- importance varied according to ind. T exp. time, essential to quality p.e.
11. P.C. invited Ts to attend UBC course	5.0	4.0- we weren't made fully aware of the course	4.5- some Ts did not recall being invited	
12. P.C. provided special workshops for Ts.	3.0- better coordination of workshops needed	1.0- I have no idea, I'd give a one for that	4.5	
13. P.C. helped prepare curriculum materials	4.0- many Ts unaware of this role	- we don't know	- we don't know	
14. P.C. worked and team-taught with Ts	5.0- he did as much as he could when asked by Ts	- P.C. not needed since H.T. was there	5.0- for some Ts only	
15. Degree of importance of P.C. to project	4.0	- H.T. is better qualified to answer	4.0- his role was not well publicised, of more help to H.T.	- we don't really know
16. Degree to which Ts followed impl. plan	3.0	3.5- much lost time, in-service did not follow schedule	3.5- inter-sch. competition dictates in-class activities	3.0- other school events often took precedence
17. Most helpful aspects of project	- lesson plan plus H.T. aid - demonstration lessons - collegial interaction - improved T self-confidence	- H.T. was very helpful - sequence of developmental skills - organized program	- H.T. is greatest project strength - well balanced program for children - demonstration lessons - upgrading skill of Ts - variety in p.e. program - more T self-confidence	- it made p.e daily - systematic programming
18. Concerns re: the project	- losing what we have - want more of H.T. time - improve utility of lesson cards	- not enough gym facilities - puts another pressure on T - fixed schedule defeats individualization	- some activities scheduled for wrong time of year - teaching dance and gyms present most problems - might lose H.T. - daily p.e. is too time-demanding	- insufficient gym. space - limited equipment
19. Recommendations	- ensure continuation of project over several years - in-service new Ts - more p.e. facilities	- more flexible schedule - hire itinerant p.e. Ts - Ts need in-class release time - more p.e. facilities	- hire itinerant p.e. Ts - continue with project - more assistance to Ts - more p.e. facilities - have p.e. specialist T in school to teach all p.e.	- establish district equipment pool - teach more lifetime leisure activities - more open and free dis-

them to adapt plans to suit school needs and contexts as necessary. Although the transcripts do not supply clear evidence, it appears that other schools did not follow the recommended schedule because of conflicts with other school events. But some transcript comments also seem to indicate that teachers needed little encouragement to omit some activity areas (notably Dance) from their programs because of perceived alternative priorities.

The degree to which the H.T. performed her duties was very highly rated, although Mt. Paul noted that teachers also contributed to the development of their school program. Finally, Mt. Paul and Centennial considered the H.T. to be extremely important to the success of the project, whereas Southland considered their program was of sufficient quality so that the H.T.'s services were not greatly needed.

From several comments in Table 6, it is apparent that there was a lack of general awareness and knowledge of the role of the P.C. The P.C's. role was generally perceived as being one of support for the H.T. This perception may help to explain the doubt and negativism concerning certain duties of the P.C., especially those where he was to have interacted directly with teachers. It appears, certainly in some cases, that teachers did not welcome the P.C's. intrusion into their school or class. Significant exceptions to this negative attitude were made in the case of several teachers in Mt. Paul, and at least some teachers in Centennial.

Mt. Paul and Centennial both rated the P.C's. importance to the project as high, whereas Southland and Two Rivers were skeptical or deferred judgement to the H.T. The remaining items in this table will be commented on in a later section of this paper.

2. Building Principals' assessment

Information concerning the opinions of building principals is contained chiefly in interview transcripts. In addition, the principals of Mt. Paul and Two Rivers recorded anecdotal comments in the "Assessing Your School" booklets. Table 7 contains information extracted from these two sources.

The information recorded in Table 7 presents the principals' views of certain administrative issues and process relevant to the project. In general, the principals' responses followed a common pattern. All agreed that school-based goals did not differ from project goals, although the extent to which school program objectives were prepared and presented varied.

All principals agreed that the decision to join the district project was made in consultation with their teachers, although the principals took a guiding role. To help the implementation processes, principals ensured the availability of necessary facilities (although this required special timetabling arrangements in some cases), and equipment (although D.E.O. assistance was necessary in some cases). Also, principals facilitated the release of teachers for them to work with the H.T., and encouraged the maintenance of balanced physical education programs.

When asked to rate the extent to which school programs were influenced by specifically identified individuals, principals were unanimous in rating the H.T. as highly influential. One principal commented that the H.T. role should be fulltime in order for her to assist schools to do an even "better job."

Table 7. Principals' ratings of and comments on implementation processes extracted from interview transcripts and the "Assessing Your School" booklet.

Interview Items	Principals' comments (not verbatim) and ratings on a scale of 1-5 (least to most positive)			
	MP	SI	Ca	TR
1. Do school-based goals differ from project goals?	no, but extra-curricular activities maintained	no, but this is a learning year	no	no
2. Who made decision for school to join project?	P took suggestion to Ts and all agreed	P made decision but was guided by Ts	P took suggestion to Ts and all agreed	P took suggestion to Ts and all agreed
3. School program performance objectives provided.	school adopted H.T.'s plans	to learn how to plan for a balanced p.e. program	no	yes
4. Facilities necessary for daily p.e. obtained.	yes, but gym. is too small	yes, through combining some classes	yes, through timetabling changes	yes, through timetabling changes
5. Supplies for total class instruction obtained	yes, on the advice of H.T. and P.C.	yes, this is a new school	yes, except for mats	yes, through P.C. and D.P. assistance
6. Ts released to work with H.T. as necessary	yes, classes covered by P or other Ts	yes, informally and at Ts' request	yes, 3 or 4 occasions	yes, classes covered by P or other Ts
7. P.C.'s assistance requested as necessary.	yes, involved a great deal in our school	yes, but not as much as we might (also for H.T.)	not a great deal because Ts had several other commitments	yes, mainly by 'phone
8. Ts encouraged to maintain balance in program	yes	yes	yes, not a problem	yes, to the best of Ts' abilities
9. Extent to which school program was influenced by:				
(a) District Principal	3.0-his services not needed	-important in facilitating H.T.	3.0-a facilitator	5.0-the key component
(b) P.C.	5.0-extremely useful	3.0-indirectly	3.0-he was available to scho.	5.0-he was right there to assist
(c) H.T.	4.5-she needed more time	-important assistance	-most important	5.0-assisted all Ts in need
(d) Building principal	5.0-his personal priority	3.0-as a catalyst	-important	4.0-he really implements program
(e) School staff	-2 Ts were very influential (1 took UBC course)	-good attempt at implementation (1 T as resource)	4.0-especially p.e. reps	5.0-worked extremely well. Specialist (P and 2 Ts were key)
10. Extent to which school met project objectives	4.0-between good and very good	3.0-satisfactory	3.0-satisfactory	4.0-more equipment needed
11. Strengths of the project	-provision of H.T. and P.C. -positive change in T and pupil attitudes -detailed lesson plans, program scope and sequence	-forced staff to examine daily p.e. -pupils benefitted from prog. -H.T. services v. good	-Ts feel more comfortable because of H.T. and P.C.	-D.P., P.C., H.T., P and all Ts are all important
12. Concerns		-H.T.'s lack of time to assist Ts	-lesson plans for Ts needed sooner in year	-insufficient funding
13. Recommendations	-give H.T. more time -coordinate district athletics to fit H.T. plans -further development of lesson plans -provide better facilities for p.e.	-more H.T. demonstrations -H.T. should be fulltime to fit Ts schedules -schools should know of self-assessment in advance	-pre-test pupils before initiating program -provide shower and changing room	-H.T. or P.C. should be kept on call -project should not stop -give H.T. more time -provide needed equipment -provide T planning time -provide inservice as needed

The P.C. was regarded as highly influential by two principals, and as moderately influential by the remaining two. The two principals giving the lower rating also noted that they did not use the P.C. as much as they might have, and that other commitments were demanding of teachers' time and energy. The two principals giving the higher rating noted that their schools had had greater involvement with the P.C. - one through extensive P.C. discussions with the principal and team-teaching experiences with teachers, and the other through several 'phone calls and a number of visits from the P.C. to recommend equipment changes.

The principals who valued the P.C. role highly also rated their own influence highly - the one noting that the project was his "personal priority", and the other stating that the principal "really implements the program."

The D.P. role was seen as one of facilitating change. Once the project had been set in motion and schools had been assisted with equipment purchases, the principals were not conscious of needing the services of the D.P. One school, however, rated the D.P's. role particularly high and commented that his services as a "provider" had been called upon several times throughout the year.

All principals were conscious of the role of their staffs in carrying out school programs. Three principals made particular reference to the positive influence of their teacher physical education representatives and, where the individuals filling this role were especially strong the principal's role tended to diminish.

Overall, two principals considered that these schools had achieved the project objectives to a high extent ("between good and very good"), whereas two principals regarded their school's achievement as satisfactory. The principals' perceptions of project strengths, concerns, and recommendations are discussed in a later section of this report.

3. The District Principal

Transcripts of the interview conducted with the D.P. are contained in Table 8. The importance accorded the project by the D.E.O. is reflected in the human resources support provided in the form of a district Helping Teacher for physical education and a Project Consultant, and in material support such as gymnasium equipment and print materials.

The D.P., in noting that the P.C. had completed the duties assigned him, commented that he found it difficult to judge the total effect of the D.C's. role. However, he saw the role as integral to the project for 1981-82, although it should possibly be a diminished one 1982-83.

The role of the H.T. was also rated very high by the D.P. This role, too, was seen as integral to the project, and recommended for continuation in 1982-83.

Table 8. District Principal's ratings of and comment on implementation processes extracted from interview transcripts.

Interviewer's statement or question (not verbatim)	D.P. comment (not verbatim) and rating on a scale of 1-5 (least to most positive)
1. DEO view of importance of the project	- 5.0
2. Provision of special funds	- H.T., P.C., upgrading p.e. equipment, and inservice
3. Has P.C. fulfilled job description?	- definitely yes
4. Support provided by P.C.:	- UBC p.e. course and open invitation for Ts to attend - assistance to H.T. - meetings with Ps and Ts
5. Importance of P.C. to project	- 5.0 - for effort, but difficult to judge effect
6. Has H.T. fulfilled job description?	- yes, definitely.
7. Importance of H.T. to project	- 5.0 - for effort
8. Have Ps fulfilled job description?	- varies among schools
9. Importance of Ps to project?	- 5.0 - extremely important - 2.0 to 4.0 - for effectiveness
10. This project is important because:-	- of value of daily p.e. to pupils - project assists attainment of p.e. goals - assists non-p.e. specialists in knowledge, understanding
11. Key variables in the implementation process are:	- P.C. role - H.T. role - DEO funding - attitudes of some Ps
12. Concerns	- need to provide full and timely information to individual schools - financial restraint (for equipment, etc.) - personal commitment of Ps to project
13. Recommendations	- effectively publicize clear, timely plans - maintain assistance to project schools

The D.P. rated building principals as being "extremely important" in the project. He identified the principals as the key person in any curriculum change or implementation project, but was unsure as to what extent the four principals directly involved in this project had been effective in their roles. Further, he stressed that principals must become involved and must be perceived as supportive by their staffs.

The overall opinion of the D.P. seems to be that for the successful continuation of the project, principals are of key and central importance. Although not as important as the principals of participating schools, the H.T. is regarded as very important. The P.C. role has served the project well, but may be of diminishing importance over time. The D.P's. perceptions of key variables concerns and recommendations are discussed in a later section of this report.

4. The Helping Teacher

In fulfilling her role, the H.T. was the one person who came into direct contact with all other project participants (including many of the pupils). This contact enabled her to make firsthand judgements of the importance and effectiveness of various elements within the project. Table 9 presents a summary of the transcripts derived from the H.T. interview.

Table 9. Helping Teacher's ratings of and comments on implementation processes extracted from interview transcripts.

Interviewer's statement or question (not verbatim)	H.T. comment (not verbatim) and rating on a scale of 1-5 (least to most positive)
1. What is the importance of the following roles (a) ideally and (b) as performed this year:	(a) ideally / (b) performed this year
- D.P.	3 / 2-3
- building Ps of the four schools	4-5, depends on staff / 5, 4, 3, 2
- school rep	4 or 5 / 2-3, 2-3, 3, 4-5
- teachers	4 / 4, 4, 3, 3
- P.C.	4 / 5
- H.T.	4-5 / 4-5
2. Rate Ts' completion of implementation tasks:	School: A / B / C / D
- pupils appropriately dressed for demonstration lessons	5 / 2 - 3 / 2 - 3 / 2 - 3
- T awareness of p.e. goals	4 / 4 / 4 / 4
- T made concerns known to H.T.	4 / 4 / 4 / 4
3. Rate Ps' completion of implementation tasks:	
- provide sch. p.e. program objectives	3 - 4 / 3 - 4 / 5 / 1
- provide facilities for daily p.e.	5 / 5 / 5 / 5
- provide supplies for instruction	4 / 4 / 4 / 4
- facilitate release of Ts	3 - 4 / 3 - 4 / 3 - 4 / 3 - 4
- request P.C. aid where appropriate	3 / 4 / 3 / 2
- encourage Ts to maintain project plans	4 / 4 / 4 / 2
4. Rate P.C. completion of implementation tasks:	
- invite Ts to UBC p.e. course	5
- provide workshops at H.T. request	5
- help with curriculum materials	4-5
- work directly with Ts	3-4, willing to do more if invited
5. Rate H.T. completion of implementation tasks:	
- aid schs with p.e. programs	4-5
- provide lesson plans and resources	4-5
- provide demonstrations	4
- team-teach and observe Ts	3, Ts usually requested demo, not learning
- provide advice on equipment	4
- meet with sch. p.e. reps	2-3
6. Rate extent to which H.T. performed non-assigned tasks:	School: A / B / C / D
- relieve Ts of classes (except demo)	1 / 2 / 1 / 3
- supervise or wait for pupils	1 / 3 / 3 / 5
- discipline pupils in presence of Ts	3 / 5 / 4 / 5
- report to Ps or DEO concerning Ts	1 (never)
7. Rate extent to which H.T. met expectations:	
- give full assistance to four schs	4-5 (70% of H.T. time)
- gave partial assistance to three schs	2, 2, and 4 (10% of H.T. time)
- district-wide assistance	4-5 (20% of H.T. time)
8. Rate school's receptivity to H.T. aid:	School: A / B / C / D
	very / very / sometimes / seldom
9. Strengths of the project:	- overall awareness of importance of p.e. - more balanced program - increased scope to content
10. Concerns	- H.T. should spend more time with sch. reps. - Ts often perceive H.T. as an itinerant relief - too many Ts give lip-service only to p.e. - H.T. is spread too thin, should spend more time with most receptive Ts
11. Recommendations	- preparation for Sept. should begin in schs in June - do more follow-up and observing in schs.

From Table 9 it is seen that the H.T. regarded the principal's and school physical education representative's roles as both of high importance. There is a strong relationship between these two roles: They are interdependent, and if one performed at a particuarly high level, there is less need for exceptionally high performance from the other individual. In the cases of the four project schools, one principal was particularly strong and the fact that the school representatives performed at a moderate level did not detract from the project. In a second instance, the school representatives were extremely strong and the lesser performance of the principal was again not detrimental to the project. In the cases of the third and fourth schools, both principals and school representatives performed at a moderate level or less, thus reducing the potential influence of the implementation processes in their schools.

The high level of interest and role performance displayed by either principals or school representatives appeared to be related to teacher attitudes and attempts to adopt the implementation. Thus, the two schools where both principal and school representative role performances were low, were also rated lowest in teacher role performance. Further, this low rating was reflected in the H.T's. perception of the extent to which schools were receptive to her assistance (see item 8).

The H.T. considered her own role to be of equal importance to that of the principals. She rated her performance of the H.T. tasks generally very high, except in team-teaching with teachers and meeting with school representatives. It appears that her dissatisfaction with her team-teaching role relates in part at least to the reluctance of teachers to join in this task (they preferred that the H.T. demonstrate rather than team-teach).

In addition to her assigned tasks, the H.T. found herself performing non-assigned tasks which seemed inappropriate for her role. From Table 9 (items 2, 3, 6, and 8) there appears to be a strong relationship between the perceived weak role performance of principals, school representatives, and teachers and the H.T's. need to undertake such tasks as supervision of pupils during school visits.

It is important to note that on no occasion did the H.T. report to the D.P. or D.E.O. concerning teachers.

The H.T. considered the role of the P.C. to be less important than that of principals, school representatives, and her own. However, she rated his performance extremely high. When commenting on specific elements of the P.C's. role, the H.T. noted that his work directly with teachers was only moderate. The reason for this in part was that the P.C. preferred to be invited by teachers into their classes and few teachers extended invitations.

The H.T's. perceptions of strengths, concerns, and recommendations related to the project will be discussed in a later section of this report.

5. <u>The Project Consultant</u>

The P.C. role was similar to that of the H.T. since it required that contact be established and maintained with many other participants in the project, although not to the same extent or intensity as the H.T. The P.C's. perception of certain aspects of the P.C. and H.T. roles are recorded in interview transcripts and summarized in Table 10.

Table 10. Project Consultant's ratings of and comments on implementation processes extracted from interview transcripts.

Interviewer's Question or Statement	P.C's. Comment (Not Verbatim) or Rating on a Scale of 1 - 5 (Least to Most Positive)
1. Rate the extent to which P.C. worked with:	
- D.P.	2-3 - included 'phone calls, individual and group meetings; he is the contact person for the project and P.C. is accountable to D.P.
- School A Principal	4-5 - exchanged conversation and concerns on all visits
- School B Principal	3 - did not interact on all visits
- School C Principal	4 - professional matters usually discussed but visits were few
- School D Principal	2 - few visits to school, not invited, seemed not to be welcome or needed
- School A p.e. rep.	3-4
- School B p.e. rep.	4 - very strong, supportive, positive contact
- School C p.e. rep.	3 - sch. not often visited
- School D p.e. rep.	2
- School A Ts	4-5 - worked with several ... quite freely and extensively
- School B Ts	3-4
- School C Ts	3
- School D Ts	2-3
- H.T.	5 - in all respects of the working relationship
2. Rate the extent to which P.C. fulfilled role tasks:	
- inviting Ts to UBC p.e. course	5 - but Ts response was poor - only two Ts from the four project schs.
- giving special workshops for H.T.	3-4 - actual success of workshops = 4
- prepare curriculum materials	3-4
- demonstrate for and team-teach with Ts	3 - reception varied throughout schs; demos. and lessons themselves were successful, but schs should have used P.C. more
3. Rate the extent to which H.T. fulfilled role tasks:	
- help schs. devise p.e. programs	4-5 - H.T. made the offer to all schs, but outcome not known in all cases
- provide lesson plans and resources	5 - all schs praised the plans
- provide demo lessons	5 - in terms of H.T. ability and willingness
- observe and team-teach with Ts	4 - based upon positive T comments, improved throughout year
- give advice on equipment purchase	4-5 - for small equipment items and supplies
- meet with sch. p.e. reps.	4 - Ts were not always available for H.T's. schedule

From Table 10 it is seen that the P.C's. strongest contact was the H.T. The strength of this relationship is reflected in the frequency and extent of contact between these two individuals as recorded in Tables 1 and 2. The P.C. considered this high level of contact (rating of 5) was most appropriate and should be maintained.

Contact with school representatives was also rated as ideally high (rating of 4), but although two schools were in this range, the others were rated

lower - one quite markedly so. It may be noted that the working relationships with the principals and school representatives in schools A and B counterbalanced each other, substantiating comments made in discussion of the H.T. role. The P.C. commented that, although in the initiation stages of the project there should be a high level of contact between principals and P.C., this level should decrease over time - especially in schools where the school representative role was strongly filled.

In reflecting on the 1981-82 project, the P.C. considered that he should have had high contact with individual teachers. A highly desirable level was reached only in school A, although in the cases of schools B and C at least satisfactory levels were reached. The extent of the working relationship in school D was less than satisfactory, due largely to infrequent visits.

The P.C. considered that the H.T. role was performed at a high or very high level in all respects. In particular, in the provision of lesson plans and demonstration lessons. In some cases the H.T's. performance suffered through her initial lack of experience (a condition which was largely remedied as the year progressed), and her lack of time to devote to identified role tasks.

In commenting on certain aspects of his own role performance, the P.C. noted some variation in ratings. For example, he considered he had made the invitation for teachers to join or attend individual meetings of the UBC evening class widely known throughout the district, yet only eight teachers from the district actually enrolled in the class, and only two teachers attended any of the individual class sessions.

Workshops conducted by the P.C. he rated high for success in achieving the objectives held for them, but more workshops should have been presented.

The P.C. was least satisfied with the extent to which he demonstrated for and team-taught with teachers in their own class settings. He noted that responses and reactions from teachers were varied, but that once he joined with the teacher the experience was successful.

6. Summary

This section has presented assessments of the implementation process as viewed by teachers, principals, the D.P., the district H.T., and the P.C. In general terms, the implementation process employed in this project appears to have been regarded as successful by most of those who participated in it, whether in a client or implementation role. Several concerns were expressed, however, and certain recommendations for the improvement or continuation of the project were made. These are discussed later in this report.

STATUS OF SCHOOL PHYSICAL EDUCATION PROGRAMS

1. Introduction

The goal of the Maple Ridge Physical Education Project insofar as school programs were concerned was "to assist schools in the implementation of quality daily physical education lessons" (see Appendix A). Quality daily physical education was defined as comprising at least three instructional physical education lessons (each lasting 30-40 minutes) per week, plus a maximum of two physical training sessions per week, each to be scheduled on a different day of the week.

2. Teacher questionnaire

In order to determine the extent to which the goal had been achieved, as well as to gather information, a questionnaire (the School Physical Education Program Survey, see pp. 23-24) was circulated to all four project schools plus Pitt Meadows elementary school in May, 1982. The results of this survey have been collated and are summarized in Table 11.

Although the project goal makes reference to "schools", in analysing certain aspects of the data in Table 11, it will be more helpful to identify individual teacher responses. Thus, from Table 11 it is apparent that, with one exception, all classes in all schools achieved the project requirement in the matter of the number of physical education lessons to be conducted each week. All teachers, except four in Mt. Paul, Centennial, and Pitt Meadows, recorded exactly five lessons weekly based upon an appropriate combination of instructional physical education lessons (question 1) and physical training sessions (question 4).

All teachers from Mt. Paul and Two Rivers, and three Pitt Meadows teachers reported at least three instructional physical education periods weekly. In addition, all teachers at Southland and Two Rivers reported five fitness training sessions weekly. These figures, however, take on a new meaning when the number of minutes allocated physical education is examined.

The project goal makes reference to "quality" in describing the type of lessons to be included in school programs. One indication of quality may be the amount of time spent in "instruction" as compared with the simple performance of fitness activities. From Table 11 it is evident that, in spite of conducting more instructional lessons, teachers did not necessarily achieve a greater amount of total time in their instructional program. For example, one teacher reported five instructional periods for a total of 80 minutes (question 3) weekly, whereas other teachers who reported five lessons weekly recorded a total of 150 minutes of instructional physical education weekly.

Most Southland and Two Rivers teachers, some Centennial teachers, and one Pitt Meadows teacher reported very high weekly totals for time spent in fitness training sessions (question 6). It is not clear what effect, if any, the attention given to fitness sessions had upon instructional lessons.

Almost every teacher reported maintaining weekly time allotment and balance of lessons throughout the whole 1981-82 year (questions 2 and 5).

Table 11. School P.E. Program Survey results reported for each teacher, and with school mean scores for each item.

School and grade level	Question (refer to pp.31,32) 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	School program comment
1. Mt. Paul																					
K	4	33	80	1	33	20	8	5	4	4	20	10	10	30	15	25			10		- very good, much staff involvement, sharing.
1/2	4	38	140	1	38	20	7	5	5	4	25			20	10	20			30		- excellent, especially since H.T. assisted
2	4	38	120	1	38	20	9	4	4	4	30	20	10	25	10	25	5		5		- good, balanced, much T and P enthusiasm
3	4	38	120	1	38	30	9	5	3	4	25	20	20	30	10	4	1		15		- all Ts enthusiastic, refinement next year
4	4	38	120	1	38	30	9	4	4	4	40	10	60	10	10	10					
5	5	38	130	1	15	15	9	5	4	3	25	5	30	30	7	10	5	7	6		- improved immensely this year, more coordinati between grades
6	6	38	120	2	20	1	10	4	3	3	25		30	15	15	15		5	20		- very thorough, Ts cooperate
Mean	4.1	37	121	1	31	19	8.7	4.6	3.9	3.7	27	9.3	23	23	11	15	1.6	1.6	15		
2. Southland																					
3	3	38	80	5	38	75	10	4	5	3	20	20	20	40	5	10			5		
3/4	2	38	60	5	38	75	8	3	3	3	20	50	10	15	15				10		
4	5	38	150	5	38	50	9	5	2	3	75		40	20	20	5			10	5	- fair variety of activities
4/5	4	38	105	5	38	50	8	4	4	3	90	5	50	20	5	5	10		5		
5/6	3	38	80	5	38	70	10	4	5	5		5	10	10	10	5	5	5	5	45	- weather, school programs cause lesson cancellat
6	4	35	110	5	38	50	8	5	5	4	55		30	12	12						
Mean	3.5	37	97	5	38	62	8.9	4.2	4	3.5	52	13	27	19	11	5.2	2.5	0.8	5.8	8.3	
3. Centennial																					
K-6						NO	RESPONSE														- too rigid
2	3	38	105	2	38	30	10	3	2	2.5		15		75			10				- better than it was - wants p.e. specialist
3	3	38	90	2	38	60	10	4	3	4	15	20	30	30	10				10		- good assistance from H.T.
3/4	3	38	90	2	38	50	10	5	4	3	60	5	30	30	10	5			20		- easy for non-P.E. person to implement
5/6	3	38	90	2	38	50	10	5	5	3	30	5	35	25	10	7	8	5	5		- good beginning: will grow with T confidence
6	3	38	90	2	38	70	10	5	3	2.5	30	2	60	5	15	2	2	5	9		
6	3	38	90	2	38	60	10	5	4	4	60	5	20	20	20	5			30		- excellent
Mean	3	38	92.5	2	38	53	10	4.5	3.5	3.2	39	8.6	29	31	11	3.1	3.3	1.7	12.3		
5. Two Rivers																					
1/2	5	35	120	5	38	27	10	3	5	5		20	4	36	9	18	9				- active, productive
3/4	5	35	80	5	38	70	8	4	5	5		5	5	18	9	9			54		- active, productive, varied
4/5	3	35	80	5	38	70	8	5	5	5	80	6	40	12	12	14	9	3	6		- working very well
6	3	35	80	5	38	70	8	5	5	5	50	14	40	12	12	14		3	6		- working very well
7	3	35	80	5	38	70	8	5	5	5	-	6	37	18	24	6		3	6		- active, productive, varied
Mean	3.8	35	88	5	38	61	8.4	4.4	5	5	65	10	26	19	13	12	3.6	1.8	12		
6. Pitt Meadows																					
K	4	38	120	1	38	30	10	3	3	3	20	4	20	10	10	12	1				
1	4	38	120	1	38	20	10	5	2.5	2.5	25	15	10	35	10	20			10		- like intergrade coordination. Pupil evaluation a problem
1	4	38	120	1	38	20	8	5	4	3	40	15	15	30	10	20		5	5		- good, but 2 gyms necessary
1/2	4	38	120	1	38	30	8	4	4	4	-	20	20	20	5	20	5	2	5		- excellent
2	4	38	120	1	38	20	8	5	3	4	30	7	13	20	7	13	7	4	26		- excellent
3	5	38	120	1	38	30	8	5	5	5	-	10	20	20	10	20	5	5	10		- good
3	4	38	120	1	38	20	10	4	3	4	15	5	35	25	20	5	5		5		- pleased. Lesson plans not always followed
4	4	38	120	1	38	20	10	5				10	27	27	11	14	2	4	5		- good
4/5	4	38	150	1	38	30	8	4	4	4	30	20	20	20	10	10	5		15		- great
5	5	38	150	3	38	90	8	5	4	5	180	10	10	20	20	10	10	20	10		- good
5/6	4	38	120	1	38	30	8	5	4	4	15	15	40	15	13	10	2		5		- excellent
6	4	38	120	1	38	30	8	5	5	4	35	10	30	15	10	10		5	20	10	- first rate
6/7	5	38	150	1	38	30	10	5	3	4	30	2	40	20	5	10		2	20	1	- insufficient time for team games
7	4	38	120	1	38	30	7.5	5	4	4	25	4	25	30	10			1	20	10	- very good
Mean	4	38	126	1	38	31	8.7	4.7	3.7	3.9	21	11	23	22	11	12	3	3.4	11	1.5	

NOTES:
blank space = zero or no response
\- = non-committal answer
T = teacher
H.T. = Helping Teacher
P = principal
P.C. = Project Consultant

SCHOOL PHYSICAL EDUCATION PROGRAM SURVEY

Answer all questions only for your own 1981/82 class.
Please be as precise as you can. Where specific information is not available, your best estimate is appropriate (please indicate with an asterisk e.g., 75 min.*).

PLEASE NOTE: 1. "INSTRUCTIONAL PHYSICAL EDUCATION LESSON" = regularly scheduled lessons which consist primarily of the presentation and teaching of physical activities, skills, and knowledge (i.e., NOT fitness type activity sessions consisting wholly of Health Hustle, Fun Run, Jog-A-Long, etc.).

2. "FITNESS TRAINING SESSION" = fitness activities participated in by the whole class in addition to the regular instructional P.E. lesson (e.g., Health Hustle - often conducted over the P.A. or in the gym with other classes, Fun Run first thing in the morning). It is, once presented, non-instructional and usually lasts less time than a regular lesson.

****

SCHOOL NAME_____ GRADE(S)_____ DATE_____

PART A

- How many INSTRUCTIONAL P.E. LESSONS does your class have each calendar week? 1._____
- For how many weeks in the school year? 2._____
- How many minutes of INSTRUCTIONAL P.E. LESSON time are used each calendar week? 3._____
- What is the frequency of FITNESS TRAINING SESSIONS per calendar week? State activity_____. 4._____
- For how many weeks in the school year? 5._____
- How many minutes of FITNESS TRAINING SESSIONS are used each calendar week? 6._____
- How many months has your class been on the schedule outlined here? 7._____
- How important do you rate physical education for your class on a scale of 1 (NO importance) to 5 (EXTREMELY important)? 8._____
- How much do you wish to take your own class for P.E. on a scale of 1 (not at all) to 5 (very much so)? 9._____
- If you presently take your own class for at least some P.E. lessons, how satisfied are you with your P.E. teaching/learning situation on a scale of 1 (extremely dissatisfied) to 5 (extremely satisfied)? 10._____
- How many minutes each week do you spend in preparation time for your P.E. lessons? 11._____

PART B (over)

PART B

Please answer the following questions EITHER in number of lessons OR in percentage of INSTRUCTIONAL P.E. LESSON time for the activity components shown.
Please check: the answers represent actual number of lessons_____; or percentage_____.

- Individual and dual activities (e.g., racket sports, wrestling, partner games). 12._____

- Team games and game skills (e.g., soccer, volleyball, basketball, hockey). 13._____

- Gymnastics (e.g., movement training, perceptual motor activities, educational and artistic gymnastics). 14._____

- Track and field (e.g., running for speed, throwing for distance, jumping for height or length). 15._____

- Dance (of all types). 16._____

- Aquatics (e.g., swimming instructional practice). 17._____

- Outdoor pursuits (e.g., hiking, skiing, camping, orienteering). 18._____

- Instructional fitness lessons (e.g., circuit training, Canada Fitness Testing, calisthenics included as part of INSTRUCTIONAL P.E. LESSONS). 19._____

- Other activities not listed above (e.g., active health). PLEASE STATE_____. 20._____

PLEASE COMMENT FREELY ON:

a) Your school's P.E. program_____

_____

_____

b) The Maple Ridge Daily P.E. Project_____

_____

_____

c) This questionnaire format_____

_____

_____

_____

_____

When asked to rate the importance of physical education to their classes (question 8), 59% of teachers rated it as extremely important: No teacher rated it as less than of moderate importance.

Two Rivers school was unique in that all five teachers indicated that they very much wished to take their own classes for physical education (question 9). This positive response is echoed in the anecdotal comments made by teachers concerning their school's program. Almost all teachers in the remaining schools expressed a moderate or strong desire to take their own classes for physical education, but two teachers expressed little desire. One of these latter teachers noted that she would prefer a specialist teacher take her class for physical education.

Two Rivers was again unique in that all teachers expressed extreme satisfaction with the teaching/learning situation in their physical education lessons (question 10). Mt. Paul and Pitt Meadows teachers were generally very satisfied with their situations, and Southland teachers generally expressed moderate satisfaction. Teachers at Centennial were quite mixed in their responses, with one teacher wishing that a specialist could take her class for physical education, while another teacher found that the project made it "easy" for even a non-specialist to teach physical education.

A second indication of "quality" in a physical education program is the breadth of activities included in the program. As part of the implementation process, the H.T. and P.C. provided teachers with workshops and lesson plans in the following activity areas (Table 11): individual and dual activities (question 12); team games and games skills (question 13); gymnastics (question 14); track and field (question 15); and dance (question 16). In addition, some classes were enrolled in the district aquatics program (question 17), and some teachers included outdoor pursuits (question 18), instructional fitness (question 19), and other activities (question 20) in their programs.

From Table 11 it is seen that 30 teachers (77%) included at least the five major activity areas in their programs. Of these, dance was the area of least emphasis, especially at Southland and Centennial. In addition to fitness activity sessions (question 4), all schools reported small to moderate percentages of time spent in teaching such fitness-promoting activities as circuit training and Canada Fitness Test activities (question 19).

Teachers were asked to comment freely upon their school physical education programs. Their responses are reported verbatim in Table 11 as anecdotal comments. The almost totally positive tenor of the comments is obvious. Several teachers credited the project with stimulating the improvements noted in their programs, and expected continued improvement in the future. Two critical comments related to the project control of the school program as being "too rigid," and to the cancellation of some lessons due to inclement weather conditions.

A third consideration in judging "quality" in a physical education program is that of teaching effectiveness. This topic was not addressed, except through teacher self-report as noted in the section immediately following.

3. Teachers' assessment of school programs

Principals of the four project schools completed and submitted the "Assessing Your School" booklet prepared by the Ministry of Education. Responses to the

items contained in the booklet were gathered from all teachers on staff. Mt. Paul and Centennial schools provided individualized responses, whereas Southland and Two Rivers principals grouped their data to supply an averaged rating for each item. The collated results of the assessment booklets are summarized in Table 12.

Table 12. Teacher's ratings (Excellent, Satisfactory, and Unsatisfactory) of selected school program components extracted from the "Assessing Your School" booklet.

Item	School											
	MP			SI[a,b]			Ce			TR[a]		
	E	S	U	E	S	U	E	S	U	E	S	U
1. Learning objectives	*											
2. Program description												
minutes/week gr-3 (average)		132										
4-7 (average)		150										
3. Facilities												
general	*	6	1	x			10	1				x
overall utilization	4	4			x		9	2				
4. Staff organization												
T expertise	1	5	2		x		7	4		x		
T support for program	8				x		6	5		x		
coordination of Ts' effort	5	3			x		6	5			x	
5. Program design												
satisfies goals of school					x		7	2			x	
district					x						x	
province	3	5			x						x	
scope	2	5			x		8	2				x
suitability	3	5			x		8	2			x	
sequential development	2	5		x			6	2	2		x	
adequacy of time	4	4		x			6	3	1		x	
provision for individual Ps	4	4			x		5	4	1		x	
P basic skills	4	4			x		8	1	1	x		
P affective domain (combined items)	3	5			x		5	3	1		x	
P psychomotor domain	7	1		x			5	2			x	
involvement of teaching strategies	3	3			x		2	3	1			
6. Program organization												
physical resources	5	3			x		7	5			x	
delineation of responsibilities	2	6			x		4	5			x	
coordination	3	5			x		9	2			x	
school plan to assist Ts	5	3			x		8	1	1	x		
school evaluation plan	2	6			x		4	5	1	x		
7. Teaching strategies												
reflect program goals	3	4			x		5	5	1	x		
variety used	2	5			x		4	7		x		
interaction among participants	5	2			x		7	3	1	x		
8. Evaluation												
for attainment of program objectives								7	4			
9. Summary	*									*		
10. Recommendations	*									v*		

NOTES: [a] responses grouped to a single, general assessment
[b] some parts of evaluation delayed until next year
* indicates comments made in booklet

The generally positive attitudes of teachers towards their school physical education programs noted in Table 11 is reflected in Table 12. Facilities for physical education were regarded as satisfactory to excellent by all schools except Two Rivers, where they were considered to be in need of improvement.

Teachers were very supportive of their programs, although a few teachers expressed concern over their lack of expertise. The coordination among teachers was regarded as satisfactory to excellent in all cases.

The various aspects of school program design received a mixed response from teachers, and the nature of the responses seemed to be specific to certain schools. Mt. Paul teachers were quite evenly split in considering all program design items to be either satisfactory or excellent. Centennial teachers, however, ranged from excellent to needs attention in their assessment of the same items. Southland and Two Rivers teachers generally regarded all items as satisfactory, although Two Rivers teachers expressed dissatisfaction with program scope. Particularly highly rated were time allotment, provision for the teaching of basic skills, and pupil performance in the psychomotor domain.

Under program organization, Mt. Paul and Centennial teachers were pleased with their physical resources and, together with Two Rivers, their school plan to assist teachers. Two Rivers and some teachers from Mt. Paul and Centennial also regarded their school evaluation plans as excellent.

Two Rivers teachers regarded all aspects of teaching strategies as excellent, Southland teachers considered them to be satisfactory, but teachers in the remaining schools were quite evenly split between giving satisfactory and excellent ratings. Centennial gave one negative response for each of two items: congruency between teaching strategies and program goals, and interaction among participants.

Mt. Paul and Two Rivers included summaries and recommendations in their responses. These items will be discussed later in this report.

4. Principals' ratings of school program elements

In order to gain a measure of school program growth during the implementation year of 1981-82, principals were asked to comment on various program elements. Table 13 presents a summary of the principals' comments and ratings as extracted from interview transcripts. All comments are related to a comparison between school programs in 1980-81 and 1981-82.

From Table 13 it is evident that all schools showed an increased time allotment for physical education amounting to approximately an addition of two lessons weekly. Mt. Paul, Southland, and Centennial principals also reported increases or improvements for several other program elements. Perhaps the most significant among these were the improvement in balanced programs, and the increased preparation of teachers for physical education. Improvement was also noted in pupils changing for physical education.

The Two Rivers principal's ratings for 1980-81 did not allow for any growth in 1981-82 since he chose the highest rating throughout. When asked to comment on other program differences, however, the Two Rivers principal noted improvement for several important program elements.

Table 13. Principals' ratings of and comments on school programs, 1980-81, and 1981-82.

Interviewer's Question or Statement	Comments and Rating on a Scale of 1-5 (Least to Most Positive)							
	MP		ST		Ce		TR	
	1980-81	1981-82	1980-81	1981-82	1980-81	1981-82	1980-81	1981-82
1. Number of p.e. periods/class/wk	3	5	3	5 (4/6 Ts)	100 mins/wk	150 mins/wk	80 mins/wk	130 mins/wk
2. Pupils changed for p.e.	3	4-5	3	4	4	5	5	5
3. Ts prepared lessons	lessons always in daybooks	4-5	4	5	3	4	5	5
4. Lessons had warm ups	4	5	3-4	4	4	4	5	5
5. Classes had balanced programs	3	5	2	4	3	4		
6. Classes were held as scheduled	5	5	5	5	4	5	5	5
7. Ts interested in and enthusiastic about p.e.	4	5	4	4	3	4	5	5
8. Pupils interested in and enthusiastic about p.e.	3-5	5	4	5	4	4	5	5
9. Other differences between 1980-81 and 1981-82	- we know what we're doing now and Ts feel good about it - Ts have more expertise - Ts have so much help this year - they feel comfortable - Ts' good feelings passed to pupils - Ts and kids look forward to p.e. - dance and gyms done this year for first time - had Cave apparatus installed		- better balanced prog. this year - maybe too much time on fitness sessions instead of skills - Ts more interested and enthusiastic because of additional help and guidance - pupils are happier - more pupil creativity and individual involvement		- Ts focus more on p.e. - pupils show more efficient management behaviours - Ts feel more comfortable about teaching p.e. - (pupils have "always" been enthusiastic for p.e.)		- more skills taught and fewer games played in p.e. - jogging program more developed - Ts taught gymnastics this year - more dance this year - a stronger prog. this year - good mixed variety of different activities - better more balanced prog. this year - pupils are more motivated - Ts have a different outlook and change in styles - more equipment acquired	

Perhaps the most important change mentioned by all principals was the improvement in teacher attitude: for example, in 1981-82 teachers were more enthusiastic, knowledgeable, and interested and they "felt more comfortable" teaching physical education. A second item on which there was common agreement was in having better balanced and improved program content. And a third note of common agreement was that pupils were more enthusiastic concerning physical education, although Centennial children had "always" been enthusiastic. Two principals mentioned that they had acquired more equipment for physical education.

The principals' comments and ratings certainly endorse the generally positive teacher views of school programs. In addition, principals contend that in almost all respects their 1981-82 physical education programs showed considerable and important improvements over 1980-81.

5. Summary

This section has reported on and discussed the status of school physical education programs in 1981-82. The fact that much of the data presented here is derived from teacher and principal self-reporting should be noted and taken into account in evaluating the accuracy of the data.

Teachers and principals were in general agreement that programs had improved in the course of the implementation project, and that improvements were due at least in part to schools being involved in the project.

According to the reported data, teachers were generally very successful in achieving the major project goal of teaching daily lessons of physical education and fitness activities which consisted of a broad range of appropriate activity areas. Teacher enthusiasm, knowledge, and interest, and pupil enjoyment of physical education paralleled these developments.

Two Rivers school indicated that it had an excellent physical education program prior to joining the project. If such was the case, there may have been little purpose in the school's participation in the project, although it should be noted that the principal considered that some important benefits had accrued to the school's physical education program as a result of the project.

The next section will present strengths, concerns and recommendations related to the project.

STRENGTHS, CONCERNS, AND RECOMMENDATIONS

This section presents a summary of strengths, concerns, and recommendations related to the Maple Ridge Project to implement quality daily physical education in selected elementary schools within the district. The reader is reminded that the author of this report served as the officially appointed consultant to the project. For this reason, amongst others, throughout this report attempts have been made to provide for full accounting and accurate documentation.

All participants in this project were asked to comment on perceived strengths, concerns, and weaknesses of the implementation process which was employed in this project. Such comments as were received (via questionnaires, assessment booklets,

and interviews) have been reported in the tables presented in previous sections, with the exception of the comments of the Project Consultant, which are presented in Table 14. Since the views of all participants have already been equally presented, albeit in summarized form, the purpose of this section will be to focus on those items for which greatest support appears to be evident and to offer them in the form of statements.

1. Strengths

1.01 The most valuable single element in the total implementation process was the role of Helping Teacher. Not only was this role most important, it was also performed at a very high level of effectiveness and excellence.

1.02 The most important direct outcome of the project was improvement in time allotment, scope, and sequencing in school physical education programs.

1.03 Because of item 1.02, pupils were perceived to have benefitted in attitude towards physical activity, and in the performance of motor skills.

1.04 The work of the Helping Teacher and improvement in school programs was facilitated through lesson plans and other resource materials supplied by the Helping Teacher to all participating schools.

1.05 The project raised the awareness level of physical education amongst teachers and pupils, with the general effect of aiding improved teacher attitudes towards physical education and teaching it.

1.06 As a corollary to item 1.01, it should be evident that the school district now has within its ranks a physical education resource person who has achieved recognition amongst her peers as a knowledgeable, capable, dedicated person: she has, furthermore, now gained considerable experience in her role as Helping Teacher.

1.07 The role of Project Consultant was a strong and important element in the project, particularly in interactions with and in giving assistance to the Helping Teacher.

1.08 The role of the Project Consultant was of considerable importance to some principals (as in the ordering of equipment and alterations to facilities), and to some teachers (through team-teaching and observational services) - but in other respects and for many participants the Project Consultant's role was little known.

1.09 A considerable though hidden strength of the project was the material and moral support supplied by the D.E.O. and, in particular, the District Principal.

1.10 The potential of the project for effecting significant and beneficial changes in teacher knowledge and competence was realized in several instances.

1.11 In similar vein to item 1.10, the UBC physical education course conducted at Pitt Meadows school by the Project Consultant resulted in very important professional development for some teachers, leading to actual program and facility changes in some schools. (This latter item was noteworthy since one extremely successful outcome necessitated the combined efforts of one teacher-student, the Project Consultant, a principal and staff, buildings and grounds personnel, and D.E.O. staff and resources.)

2. Concerns

2.01 In the course of the implementation process, the greatest concern was that the Helping Teacher had insufficient time to fulfill her function to meet the expectations of participants.

2.02 Timing was a problem in several aspects of the project (e.g., in informing schools of their acceptance onto the project, in supplying schools with lesson plans, and in conducting program and project evaluation).

2.03 Acceptance of the project by some teachers presented problems, and seemed to indicate a lack of opportunity to share in the decision-making process which led to schools asking to join the project.

2.04 A concern perhaps related to item 2.03 is that there appeared to be little evident growth in the program of one school, possibly because there was little room for improvement in the perception that the principal and staff had of their school program and individual teacher abilities.

2.05 There were insufficient workshops, and better coordination of workshops was required in terms of timing (to coincide with program activities), and content (to meet teachers' self-perceived needs).

2.06 The lack of adequate gymnasium space presented problems in varying degrees of importance to two schools.

2.07 In some schools, various school events competed for teachers' energies and time to the detriment of the project.

2.08 Failure of some teachers and principals to take full advantage of the services offered by the Helping Teacher and Project Consultant (e.g., activity workshops, explanation of the program at staff meetings, and team-teaching and teacher observation services) resulted in missed opportunities and a lack of communication and understanding.

3. Recommendations

3.1 General points

3.1.01 Every effort must be made to ensure that teachers are accepting participants in an implementation project, cognizant of the important factors involved (such as the demands which will

inevitably be made upon their energies and time, and the possible threat to their professional self-esteem).

3.1.02 Paralleling item 3.1.01, teachers should be made aware of the benefits which may accrue to their pupils, to themselves, and to the total school program as a result of participating in an implementation project.

3.1.03 Linking items 3.1.01 and 3.1.02, before being accepted into a project school staff should agree to the conditions set out in a presentation made to them by subject experts (the Helping Teacher or Project Consultant) detailing planned project objectives and procedures.

3.1.04 Principals should do all that they can to ensure that necessary facilities, equipment, and supplies are available (or will be readily obtained) before embarking on a project.

3.1.05 Principals should ensure that staff are not overburdened with innovative programs or additional implementation projects when embarking upon a specific project.

3.1.06 Principals should be active, interested, enthusiastic, high-profile supporters of any implementation project which they, together with their staffs, have joined.

3.1.07 For the proper guidance of all implementation projects, the responsibility of teachers with respect to Ministry of Education directives should be clarified. The following comment bears repetition:

> If teachers are to be expected to comply with directives, then they must be provided with all that is necessary for them to achieve the set goals of the directive. If teachers are to be allowed to exercise their own discretion in following directives, then ways must be found to convince them of the need and desirability of complying with important directives and, in these instances, teachers should be encouraged in developing a sense of ownership of the program (as opposed to having it imposed upon them) (Moody, 1982).

3.2 Specific to Maple Ridge

3.2.01 The four project schools from 1981-82, and Pitt Meadows school should be "maintained" in any future development of the project (unless schools wish to "write themselves out").

3.2.02 The Helping Teacher's role should be expanded to a fulltime position, or a second halftime helping teacher should be appointed to serve in tandem.

3.2.03 Four to eight additional schools should be added to the project for "full service", depending upon the amount of Helping Teacher assigned time.

3.2.04 The Project Consultant role should be retained at a reduced level, and redefined in order to become more advisory and evaluative, and less field-interactive.

3.2.05 A district resource centre for physical education should be established and made accessible to all project (present and past) schools (resources to include lesson plans, program plans, and such program items as music tapes), under the guidance and supervision of the Helping Teacher.

3.2.06 District schools should be informed of future project plans at an early date (April) preceding the year of implementation in order for full information-gathering and discussion to take place prior to the decision to join the project.

3.2.07 Attendance at workshops detailing what is entailed in implementation projects should be mandatory for all principals, and should be held in advance of school decision-making activities.

3.2.08 Teachers must accept full responsibility for their pupils at all times during Helping Teacher visits, and should make preparations as requested by the Helping Teacher.

3.2.09 Teachers should offer the Helping Teacher free and open access to their physical education lessons for the purposes of demonstrations, team-teaching and observation.

3.2.10 The Helping Teacher must spend time with principals and school representatives in order to help with the adoption and adaptation of materials, concepts, and programs to meet school needs.

3.2.11 The Helping Teacher should be given support and encouragement to facilitate attendance at workshops and courses, and in other ways to interact with professional physical education experts in order to keep abreast of latest developments and knowledge in physical education and implementation processes.

3.2.12 A standing Advisory Committee should be struck to help direct the development of the project.

3.2.13 School representatives at the intermediate and primary levels should be appointed in each school in order to facilitate communication within the project, and to develop leadership and administrative competencies.

REFERENCES

Moody, P.R. Pitt Meadows Physical Education Project: Evaluation of an Implementation Project. Vancouver, B.C.: Educational Research Institute of British Columbia Report No. 82:13, 1982.

APPENDICES

Appendix	Author	Title
A	Moody, P.R., and G. Phillips	Maple Ridge Physical Education Project: Implementation Plan, 1981-82.
B	Swaren, E.G.	Memorandum to... (four named schools) concerning daily physical education schedule, June 24, 1981.
C	Moody, P.R.	Memorandum to building principals, Mr. Tietjen and Ms. Phillips concerning project evaluation, April 27, 1982.

APPENDIX A

MAPLE RIDGE PHYSICAL EDUCATION PROJECT

IMPLEMENTATION PLAN

1981-82

Prepared by:

Peter R. Moody

Gerry Phillips

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References

Appendices

Introduction

The Maple Ridge Physical Education Program has grown out of the increased social awareness of the benefits and desirability of appropriate daily physical activity for persons of all ages and conditions. The Ministry of Education[1] has recognized that, for children, the best means of satisfying the need for physical activity is through quality daily physical education lessons at all grade levels in the public schools.

In 1980-81 the Maple Ridge school district gave material and moral support to Pitt Meadows elementary school in its efforts to improve the school's physical education program.

Pitt Meadows Physical Education Project

In June, 1980, the principal and staff of Pitt Meadows elementary school acquired the services of Dr. Peter Moody, University of British Columbia, as consultant for the implementation process toward quality daily physical education in the school.[2] In addition to proceeding with the immediate task of program implementation, the actual processes of implementation were recorded. These records,[3] together with a review of the relevant literature, have been studied and drawn upon in order to guide the present Maple Ridge program.

Maple Ridge Physical Education Program

Purpose

The purpose of this program is to assist schools in the implementation of quality daily physical education lessons.

"Quality daily physical education" is considered to comprise at least three instructional physical education lessons per week, plus a maximum of two physical activity sessions per week.

An "instructional physical education lesson" is defined as a regularly scheduled lesson lasting 30 to 40 minutes during which the teacher's main objective is to teach skills, concepts, and knowledge related to physical activities typically included in the elementary curriculum guide. Such activities are games, dance, gymnastics, track and field, outdoor pursuits, active health, and aquatics.

A "physical activity session" is defined as a period of time (usually lasting 15 to 25 minutes) wherein the pupils are almost continually active and receive little practice of skills or learn new knowledge. Typical activities include jogging, fun-runs, health hustle, and aerobic dancing.

Procedures

All elementary schools in the district were invited to volunteer for involvement in the program. The following schools were selected for "full assistance" from among those volunteering:[5]

- Centennial
- Southland
- Mt, Paul
- Two Rivers

"Partial assistance" will be provided to:

- Fitzpatrick
- Rutlands
- Porter

Also, it is understood that continuing assistance will be provided the Pitt Meadows elementary school in order to help maintain and further the program advances achieved in 1980-81.

In order to achieve its puprose, as of September, 1981, the Maple Ridge school board appointed Ms. Gerry Phillips as district Helping Teacher (Physical Education) with duties on a district-wide basis, but with the major portion of her time to be "spent with teachers in the 'Daily P.E. Schools'."[6] Ms. Phillips, however, also remains half-time at Pitt Meadows elementary school, where she serves as the physical education specialist and resource person for her generalist colleagues.

Dr. Moody was again appointed by the Maple Ridge school district on a part-time basis to act as Consultant for this physical education program. Mr. Barry Tietjen, District Principal, was assigned to administrate the program on behalf of the school board.

Plan of action and time-line

	Item	Responsibility	Date
1.	Visit schools, meet with principals, establish inventories, obtain p.e. timetable	Ms. Phillips	Sept. 8-11
2.	Finalize and reproduce curriculum materials	Dr. Moody	
3.	Meet with school staffs to publicize the program	Ms. Phillips	
4.	Strike a program Advisory Committee	Mr. Tietjen	
5.	Prepare a schedule of activities for all participating schools	Ms. Phillips	

Plan of action and time-line (contd.)

Item	Responsibility	Date
6. Arrange for teacher workshops in association with Educ. 326 (UBC)	Dr. Moody	
7. Arrange for in-school teacher workshops	Ms. Phillips	
8. Prepare and mail information to all district schools re: this program	Mr. Tietjen, Dr. Moody	

Other matters include:

1. Demonstrations in the use of curriculum materials	Ms. Phillips, Dr. Moody	
2. Observation and counselling of teachers during p.e. lessons	Ms. Phillips	
3. Interim and final evaluations of the program	Mr. Tietjen, Dr. Moody	

Schedule of activities for all schools

Sept. 21 - Oct. 9	:	games (soccer)
Oct. 12 - Nov. 20	:	games (volleyball, Int. games)
Nov. 2 - 27	:	gymnastics (Prim. grades) Nov. 20 (Int. grades)
Nov. 30- Dec. 18	:	dance (Prim. grades) Dec. 14 (Int. grades)
Jan. 4 - 29	:	games (basketball)
Feb. 1 - 19	:	gymnastics
Feb. 22 - March 12	:	dance
March 13 - April 2	:	individual and dual games
April 12 - 30	:	track and field
May		
June		

Schedule for in-service activities

Especially to serve Maple Ridge elementary teachers, the University of British Columbia is offering "Education 326: Theory and practice of dance, games, and gymnastics" in the Pitt Meadows elementary school on Thursdays, 7:00 - 10:00 p.m. Several teachers have enrolled in this course.

The course instructor, Dr. Moody, invites teachers who are not registered for the course to attend those class meetings which they feel may be helpful to them. There is no charge for non-registered participants, but a telephone call

to the Pitt Meadows school secretary (465-5828) prior to attending a class session would be appreciated. Teachers are encouraged to attend all the classes in a given activity area, and to come to class sessions with appropriate clothing for active participation.

Every effort will be made to maintain the following schedule of classes (arranged to coincide with the Schedule of Activities for all Schools given above):

Oct. 15	:	trampoline I
Oct. 22, 29	:	games I and II
Nov. 5, 12	:	educational gymnastics I and II
Nov. 19	:	trampoline II
Nov. 26, Dec. 3	:	rhythmics I and II
Jan. 7, 14	:	games III and IV
Jan. 21, 28	:	educational gymnastics III and IV
Feb. 4, 11	:	folk dance I and II
Feb. 18, 25	:	creative dance I and II
March 4, 11	:	games V and Outdoor Pursuits I
March 18, 25	:	track and field I and II

Other topics will be included in most class meetings e.g., program and lesson planning, evaluation and testing, legal liability, adventure playgrounds. It is not intended that any three-hour class will be spent entirely in participating in activity.

Role of the Helping Teacher

The role of Helping Teacher is allocated only five half-days per week. During this time the Helping Teacher is expected to give "full assistance" in four schools, to give "partial assistance" in three schools, and to have "some duties on a district-wide basis."[6] Obviously, the amount of time that this individual can spend in any one school is very limited, and opportunities for interaction with teachers on a personal basis will be even more remote. Anything that teachers can do to facilitate the work of the Helping Teacher will be greatly appreciated (please refer to next section).

The Helping Teacher will:

- help schools in arranging their physical education programs
- provide lesson plans and other teaching resources
- provide demonstration lessons with classes at the beginning of new units of activities
- team-teach with and/or observe teachers in order to provide on-the-spot assistance
- give advice on equipment purchase
- meet with the Primary and Intermediate staff represenatives for physical education in each school.

The Helping Teacher should not:

- relieve teachers of their classes for any reason except to demonstrate
- have to supervise or wait for children while they change for physical education
- have to discipline children, especially when the children's own teachers are present

The Helping Teacher will not in any way report to principals, central office staff or any others on matters specifically relating to teachers as individuals.

Role of the Teacher

It is recognized that not all teachers have similar backgrounds and confidence for teaching physical education. Some teachers undoubtedly are already offering well-balanced, well-taught physical education programs. It is hoped that this project will enable schools to offer a coordinated program through helping some teachers improve, while asking other teachers to adjust their class schedules to fit in with total school and district programs.

It is assumed that, in most schools, teachers will teach at least some physical education to their own classes, therefore one of the objectives of this project is to assist all teachers in their teaching of physical education. Teachers should be convinced of the importance of quality daily physical education for their pupils, not only because the Ministry of Education has legislated it, but more importantly because medical doctors, growth and development experts, and experts on lifestyle (especially as it relates to stress) insist that physical activity is essential if children are to achieve their potential for maturation.

In order to maximize the role of the Helping Teacher, teachers are asked to please:

- have children appropriately dressed and ready for demonstration lessons (shorts, T-shirts, runners)
- maintain control over pupils and not leave it to the Helping Teacher to discipline them
- be aware of the curriculum goals for physical education (i.e., physical skills, knowledge and understanding, social attributes and desirable attitudes, and physical fitness)
- approach the Helping Teacher (or school P.E. representative) to make their concerns and opinions known
- ensure that they teach activities according to the agreed upon schedule and prepared lesson plans.

Role of the Principal

The principal is vital to the success of any implementation project. Specific advice to principals concerning implementation is contained in the Administrative Handbook. With regard to this particular project, principals are asked to please:

- provide a brief statement outlining the performance objective for their school in the area of physical education
- devise ways to provide the facilities necessary to adopt a daily physical education program for each class
- ensure that there are adequate supplies for total class instruction
- facilitate the release of teachers in order that they may observe and work with the Helping Teacher
- through the Helping Teacher, request the services of the Consultant where these are appropriate (e.g. in discussions with teachers, or in working directly with teachers)
- encourage teachers to maintain the agreed upon schedule of activities and balance of instructional and fitness lessons.

Role of the Project Consultant

The Consultant is chiefly concerned with supporting and advising the Helping Teacher. In addition, he is able to assist teachers by:

- inviting them to attend the activity instruction sessions of Education 326 offered on Thursday evenings at Pitt Meadows elementary school
- providing special workshops on the advice of the Helping Teacher
- helping identify and prepare curriculum materials
- working directly with teachers in demonstration and team-teaching lessons

Furthermore, the Consultant is available to all schools in the district in order to meet with and make presentations to the principals and teachers concerning their physical education programs. All day Thursdays are designated for this involvement.

References

1. Administrative Handbook for Elementary and Secondary Schools. Victoria, B.C.: Ministry of Education, 1981.

2. Moody, P.R. Pitt Meadows elementary school physical education project, 1980-81. Unpublished paper.

3. Moody, P.R. and J. Parry. Report on the Pitt Meadows physical education project. Unpublished paper, 1981.

4. Moody, P.R., G. Phillips, and J. Parry. Proposal for development of quality daily physical education in the Maple Ridge school district, 1981-82. Unpublished paper, 1981.

5. Swaren, E.G. Memorandum re: daily p.e. addressed to Schools Involved. S.D. No. 42, June 25, 1981.

6. Swaren, E.G. Memorandum re: daily p.e. schedule addressed to (four elementary schools), June 24, 1981.

APPENDIX C

TO Reg Nelligan, Milt Nelson, John Parry, Ron Paterson, George Sikora, Gerry Phillips, Barry Tietjen

FROM Peter R. Moody

DATE Apr. 27/82 PHONE

Re: Maple Ridge S.D. Physical Education Project, 1981-82

Item: Evaluation

Two aspects of evaluation are suggested for your consideration:

A. The implementation (process and effectiveness) of quality daily physical education in the four designated elementary schools. (The district's p.e. project).

B. The status of the physical education program in each of the four designated elementary schools, plus Pitt Meadows elementary school.

Suggestions for each of these items are presented in greater detail below.

Part A. District physical education project

In order that future projects may benefit, and in order to provide an accounting to Central Office and to the Board, it is desirable to attempt to record both the process and effectiveness of the implementation procedures adopted during 1981-82. Six sources of data are suggested. A summary chart is provided.

1. Barry Tietjen.
   As the Central Office liaison person, Mr. Tietjen is in the position of having a "district administrative view" of the project. All district-wide communications, budget items, and the job descriptions of the Helping Teacher (Gerry Phillips) and Project Advisor (Peter Moody) were sanctioned through Mr. Tietjen's office.

2. Gerry Phillips.
   As the district's Helping Teacher for physical education, Ms. Phillips was in daily face-to-face contact with classroom teachers, school physical education representatives, and principals. All communications concerning teaching materials and timetabling for physical education either emanated from or passed through Ms. Phillips' office. She will have objective data concerning such items as the number of visits to schools, demonstration lessons, and workshops. Also, she will have subjective data such as her opinions concerning the acceptance by teachers of various aspects of her role as Helping Teacher, and anecdotal comments reflecting the opinions of others on her job role and the work of the project.

3. Peter Moody.
   In his role as Advisor to the Maple Ridge physical education project, Dr. Moody has records of all communications and activities between himself and district personnel. Also, he has anecdotal comments concerning aspects

of the implementation and adoption of quality daily physical education.

4. Principals.

The literature generally recognizes that principals are of central importance in the implementation of innovations. It is expected that each principal will provide a rationale for the involvement of his school in this project, and a description of the in-school processes relating to the decision to become involved. Further, principals may have documented information or subjective views concerning the procedures employed in the project as well as the effectiveness of the project in helping schools achieve their respective goals while seeking to achieve project goals.

5. Teachers.

Since the success of the implementation process ultimately rests with the attitudes and behaviours of teachers, they should be consulted for their opinions and advice concerning important aspects of the project. In particular, teacher feedback should be obtained relating to the perceived roles of the Helping Teacher and Advisor, the suitability and utility of resource materials, and suggestions for future implementation projects.

6. School program evaluation.

Part B of this document contains suggestions for the evaluation of individual school physical education programs. It is here proposed that the data gathered for such evaluations should be grouped and collated in order to present an objective overall picture of the project. Because of its post hoc nature, such an undertaking would be more an accounting of the project rather than a measure of the effectiveness or success of the project. See Part B of this document for details of this item.

Data Sources, Collection, and Treatment

Source	Instrument	Collector	Time	Treatment
1. Mr. Tietjen	interview	Morley Jameson	June	content analysis
2. Ms. Phillips	interview	Morley Jameson	June	content analysis
	job records	Gerry Phillips	June	summaries
3. Dr. Moody	interview	Morley Jameson	June	content analysis
	job records	Peter Moody	June	summaries
4. Principals	interview	Barry Tietjen	May	content analysis
	goal statements (Ministry booklet)	Principals	May	content analysis
5. Teachers	small group i-v	M. Jameson/B. Tietjen	May	content analysis
	Supt's Survey	Central Office	April	rating; content analysis
6. Schools programs	evaluation report	Principals	June	summaries
	Ministry booklet	Principals	May	rating summaries

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Part B. School physical education program

It is likely that principals and staffs will want to know the status of the school's physical education program. Such information is helpful in supplying baseline data for the judgement of the school's program, for comparison with past and future program results, for determining necessary or desirable program changes, and for comparison with provincial (and district ?) norms. Thus, the proposals contained in this section are made primarily from the perspective of serving the school's program and only secondarily from informing the district project.

The following six sources or topics of information have been identified for examination. A summary chart is provided.

N.B. It is recommended that, for district project purposes, where pupils are concerned evaluation focus on grades 3 and 7 only. Individual schools, however, may choose to evaluate additional or all grades.

1. Teachers.
   a. teacher attitudes i. towards the value/function of p.e.
      ii. towards being responsible for teaching p.e.

   b. teacher performance i. self-satisfaction with teaching-learning situation
      ii. pre-active preparation time required

2. Pupils. (grades 3 and 7 only)
   a. psychomotor skills
   b. attitudes towards p.e.
   c. knowledge of p.e.
   d. fitness

   } The four provincial goals; the extent to which these have been attained; comparison with provincial norms.

   e. academic learning standards - to provide a backdrop against which to view the p.e. data.

3. Facilities, equipment, supplies, and resources.
   a. inventories of facilities, equipment, and supplies both pre- and post-1981/82 year.

   b. use of human and material resources available through the p.e. project and other sources

4. Time allotment.
   a. frequency of lessons per number of weeks

   b. duration of lessons in minutes

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5. Program content.
   a. curricular lessons (games, dance, gymnastics, etc.)

   b. co-curricular activities (intramurals, interschool, etc.)

   c. special events (swimming, outdoor pursuits)

6. Parents' perceptions.
   a. awareness of program of daily physical education

   b. attitudes towards p.e. on a quality, daily basis

Data Sources, Collection, and Treatment

Source	Instrument	Collector	Time	Treatment
1. Teachers				
-attitudes	questionnaire	Principal	May	rating; content analysis
-performance	self-report	Principal	May	rating; content analysis
-time allotment	questionnaire	Principal	May	summaries
-lesson content	questionnaire	Principal	May	summaries
2. Pupils				
-attitudes	items selected	Teacher	May	rating; summaries
-knowledge	from PLAP	Teacher	May	summaries
-skills	tests	Moody/Phillips	June	summaries
-fitness		Moody/Phillips	June	summaries
-academic	CAT; CTBS	Teacher	May	summaries
3. Principals				
-facilities	Ministry booklet	Principal	June	summaries
-equipment	office records	Principal	June	summaries
-supplies	office records	Principal	June	summaries
-resources	school logbook	Principal	June	content analysis
-co-curricular	school logbook	Principal	June	summaries
-special events	school logbook	Principal	June	summaries
4. Parents				
-awareness	questionnaire	Teacher	June	summaries
-attitudes	questionnaire	Teacher	June	rating; summaries

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Conclusion: Disposition of Reports

1. School program reports.
   - it is proposed that these would be in the hands of principals by _____

2. District project report.
   - it is proposed that this would be submitted to the Superintendent's Office by _____
   - other dispositions: _____ by _____

   _____ by _____